OLDC
375.009713
059DE/M2

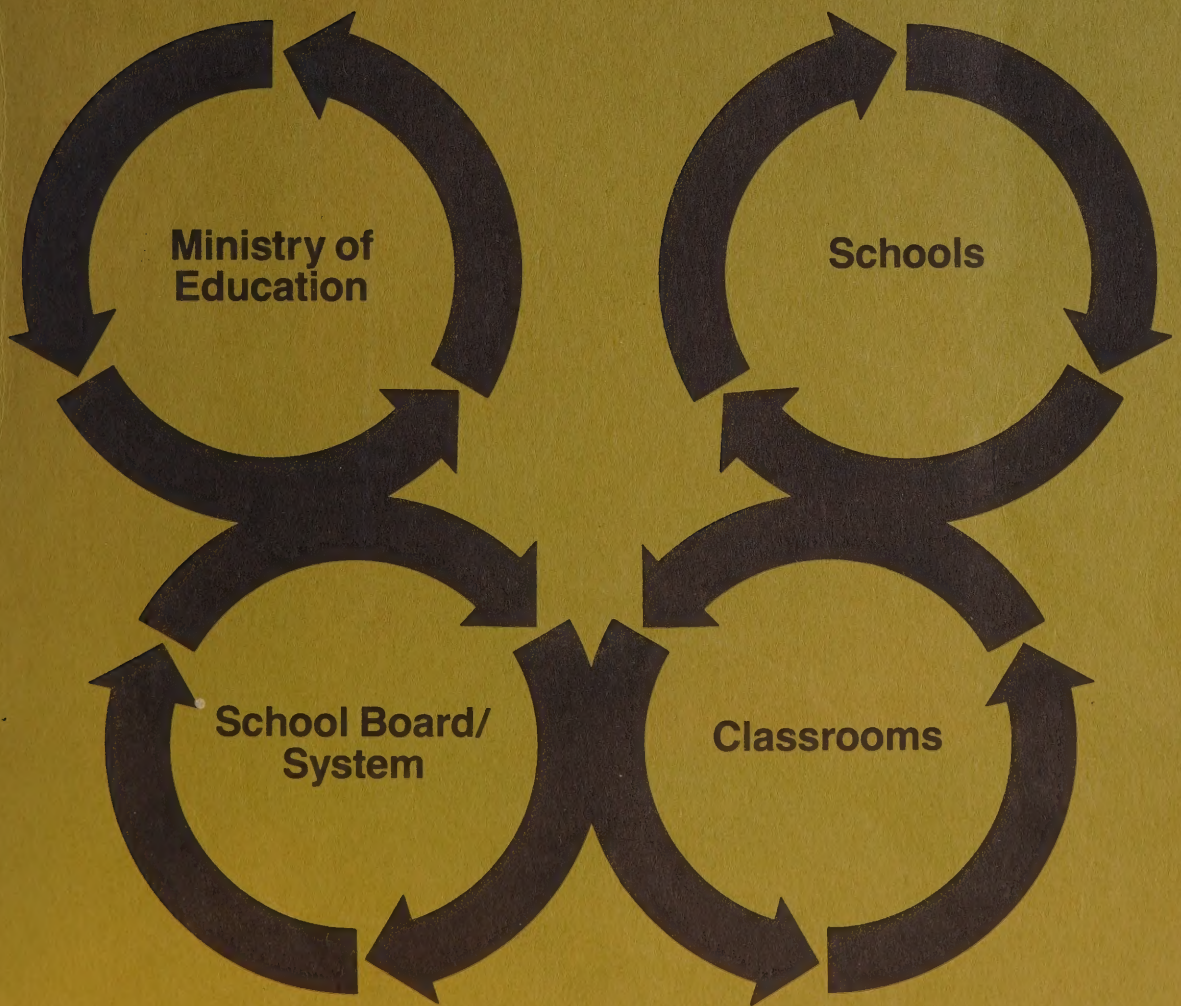
CURRICULUM RESOURCES
EDUCATION

00 Ont.

# Curriculum Policy:
## Review – Development – Implementation

**A Discussion Paper**
September 1982

Ministry of Education
Ontario



THE LIBRARY

The Ontario Institute

for Studies in Education

Toronto, Canada

# CURRICULUM POLICY: REVIEW - DEVELOPMENT - IMPLEMENTATION

- A Discussion Paper -

September 1982

## Contents


| | | |
|---|---|---|
| PART I | - INTRODUCTION | 1 |
| PART II | - A COMPREHENSIVE APPROACH | 9 |
| PART III | - NEW OPERATIONAL CONSIDERATIONS IN THE CURRICULUM REVIEW, DEVELOPMENT AND IMPLEMENTATION (CRDI) CYCLE | 16 |
| PART IV | - AN INVITATION TO REACT | 21 |
| APPENDIX | - STATEMENTS OF PROVINCIAL CURRICULUM POLICY | 23 |

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/curriculumpolicy00onta

## PART I - INTRODUCTION

In recent years, several developments have contributed to a need for reviewing and clarifying concepts about, and responsibilities for, curriculum policy and the curriculum process at both the provincial and local levels. Both the Ministry of Education and the school systems sense demands for increased responsiveness and accountability from the general public and from special interest groups. These evolving conditions, including economic and technological developments, have intensified the need for role and responsibility clarification for the various partners in public education. Moreover, recent research on curriculum implementation, for example, has yielded some consensus on the relationships among development, implementation, and review.

The purpose of this paper is to put forward for discussion:

- the conceptualization of the processes of curriculum development, implementation, and review;

- an operational model, which recognizes both provincial and local level participation in curriculum development, implementation, and review, but focuses mainly on provincial roles and responsibilities.

Interested parties are invited to comment on both the conceptual framework and the operational model presented in this paper and to develop similar models that address local roles and responsibilities in the curriculum process.

The entire discussion about curriculum policy must be carried on in the context of the overall goals of education for the Ontario school system. The Ministry of Education restated the provincial goals of education in the June 1980 edition of Issues and Directions. These goals involve helping each student develop:

1. A RESPONSIVENESS TO THE DYNAMIC PROCESS OF LEARNING

Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes springs from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. RESOURCEFULNESS, ADAPTABILITY, AND CREATIVITY IN LEARNING AND LIVING

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans, and leisure activities, and to the ability to cope with challenge and change.

3. THE BASIC KNOWLEDGE AND SKILLS NEEDED TO COMPREHEND AND EXPRESS IDEAS THROUGH WORDS, NUMBERS, AND OTHER SYMBOLS

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

a) using language aptly as a means of communication and an instrument of thought;
b) reading, listening, and viewing with comprehension and insight;
c) understanding and using mathematical operations and concepts.

4. PHYSICAL FITNESS AND GOOD HEALTH

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. SATISFACTION FROM PARTICIPATING AND FROM SHARING THE PARTICIPATION OF OTHERS IN VARIOUS FORMS OF ARTISTIC EXPRESSION

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. A FEELING OF SELF-WORTH

Self-worth is affected by internal and external influences. Internally, it is fostered by realistic self- appraisal, confidence, and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally, it is reinforced by encouragement, respect, and supportive evaluation.

7. AN UNDERSTANDING OF THE ROLE OF THE INDIVIDUAL WITHIN THE FAMILY AND THE ROLE OF THE FAMILY WITHIN SOCIETY

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. SKILLS THAT CONTRIBUTE TO SELF-RELIANCE IN SOLVING PRACTICAL PROBLEMS IN EVERYDAY LIFE

These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident prevention

techniques, and a practical understanding of the basic technology of home maintenance.

9. AN ACCEPTANCE OF PERSONAL RESPONSIBILITY IN SOCIETY AT THE LOCAL, NATIONAL, AND INTERNATIONAL LEVELS

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and for the rights of others, and a concern for the quality of life at home and abroad.

10. ESTEEM FOR THE CUSTOMS, CULTURES, AND BELIEFS OF A WIDE VARIETY OF SOCIETAL GROUPS

This goal is related to social concord and individual enrichment. In Canada it includes regard for

a) the native peoples;
b) the English and French founding peoples;
c) multiculturalism;
d) national identity and unity.

11. SKILLS AND ATTITUDES THAT WILL LEAD TO SATISFACTION AND PRODUCTIVITY IN THE WORLD OF WORK

As well as the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. RESPECT FOR THE ENVIRONMENT AND A COMMITMENT TO THE WISE USE OF RESOURCES

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. VALUES RELATED TO PERSONAL, ETHICAL, OR RELIGIOUS BELIEFS AND TO THE COMMON WELFARE OF SOCIETY

> Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

Curriculum is a major vehicle for pursuing these goals. To ensure a common basis for discussion about curriculum policy, the view of curriculum held by the Ministry of Education is presented here.

The Ministry of Education regards curriculum as all those experiences of the child for which the school is responsible. Curriculum is concerned not only with what should be experienced, but also with why, when, where, and how particular kinds of learning should take place, and with the atmosphere in which learning occurs. Curriculum, therefore, is concerned with all human interaction in the school, with the respect in which children are held, and with the values, aims, objectives, and decisions of the school community.

Curriculum policy may be said to be an official position or plan based on a set of principles with respect to a range of learning experiences under the auspices of the school. The development of provincial curriculum policy is based upon the following assumptions:

1. concern for the improvement of classroom practice with a concomitant improvement in learning by students;

2. responsiveness to societal trends, the perceived needs of young people, and emerging educational theory and knowledge;

3. long-range planning and the rational ordering of priorities;

4. consultation, communication, and co-operation among the Ministry, school systems, the teaching profession, and other interest groups as a hallmark of the process;

5. clear lines of responsibility and accountability.

In the provincial context, curriculum has been shaped by policy statements[1] and guidelines issued by the Ministry of Education. These statements and guidelines identify learning expectations and suggest organizational approaches which may be adapted to diverse communities in the province as well as to a broad spectrum of student needs.

The ministry formulates the broad goals of education and specifies major objectives and expectations. The ministry also provides the basis for common learning activities and core content through the provincial curriculum guidelines. School boards, on the other hand, are responsible for designing programs and courses of study that are consistent with provincial curriculum guidelines and that accommodate local needs and objectives. Within this curriculum policy, educators at each level have substantial responsibilities. For example, supervisory officials[2] and principals have important leadership responsibilities in the planning and co-ordination of local curriculum development that will achieve provincial and local expectations. The teacher's role becomes that of the final curriculum developer and primary facilitator of learning. Consultation, co-operation, and role clarification among these educators are required if the system is to achieve its goals.

---

[1] A list of Ministry of Education policy statements appears as the Appendix to this paper.

[2] See Memorandum: 1975-76: 2, listed in the Appendix.

Within the definition of curriculum, a classroom or school program is an arrangement of content, resources, and learning experiences designed to achieve certain objectives. Students and teachers are expected to work towards achieving the objectives of the planned program, with the understanding that a program is at best a partial description of curriculum and, furthermore, that to a significant degree each student is unique in terms of his or her interests, abilities, and rate of growth. Principals, consultants, and supervisory officers are expected to provide leadership, organization, and other special skills to facilitate curriculum development and program planning.

School boards have a responsibility to develop local curriculum policy reflecting additional educational priorities and opportunities arising from community consensus. Boards have an obligation to their constituents to be explicit about the assumptions upon which local curriculum policy is based.

For several years the focus has been on curriculum development, at both the Ministry of Education and school system levels. Local curriculum development has been seen as one implementation response to provincial curriculum policy development. Particularly since the release of Circular $P_1J_1$, The Formative Years, implementation has gradually come to be considered a more complex and pertinent issue. At the same time, the general public has expressed increasing concern for accountability and standards in education. The Ministry of Education has responded to this concern by designing strategies to review curriculum policy and its implementation throughout the province. At present there are a number of review models in use.

School systems, too, have become more involved in implementation in response to both provincial curriculum policies, and their own curriculum development activities. Review is also becoming very much a school system and school activity, as a means of assessing progress and responding to accountability requirements.

In the future, curriculum will likely be subject to serious tensions and pressures for change. Such indications as rapidly expanding knowledge, new technologies, diverse social and cultural concerns, and the search for stability in an increasingly unstable social and ethical context, all point to ongoing challenges and changes.

In order to accommodate these points of view and tensions with some measure of responsiveness and responsibility, curriculum policy must emphasize communication, co-operation, and co-ordination. The ministry expects to continue a co-operative approach to curriculum policy development. With the renewed emphasis on implementation and review proposed in Issues and Directions, the ministry also intends to extend the co-operative approach to these phases. This intention, therefore, makes some shared understandings imperative. What follows is a statement of the Ministry's position concerning development, implementation, and review. Some of what is said is new, and some is a restatement of the present assumptions and traditional premises on which program planning has been based.

## PART II - A COMPREHENSIVE APPROACH

### The Three-Phase Curriculum Cycle

Three major factors have led the Ministry of Education to develop a more comprehensive statement regarding curriculum policy: the complexity of the public educational system, the trend towards decentralization of specific program development, and the need for a more co-ordinated and visible relationship between the development, implementation, and review phases of the curriculum cycle.

Curriculum development, implementation, and review form a natural cyclic process, with considerable overlap among the phases (see Figure 1).

Figure 1: The basic curriculum cycle

Development is the formulation or revision of curriculum policy. The policy, outlined in circulars and guidelines, emphasizes the broad aims of education and contains the prescriptive elements relating to objectives, content, learning activities, teaching strategies, and evaluation.

Implementation is the process of moving from a policy and associated plans to actual learning experiences. In the provincial context, the process consists of the dissemination and interpretation of policy and facilitation of the required curriculum changes. For school systems, implementation is the co-ordinated planning, development, and installation of new programs of study that result in learning experiences reflecting policy objectives.

Review is the systematic gathering, analysis, and interpretation of information concerning school programs. Such activities may begin with monitoring implementation and may extend to the first stages of reformulating policy in both provincial and local contexts.

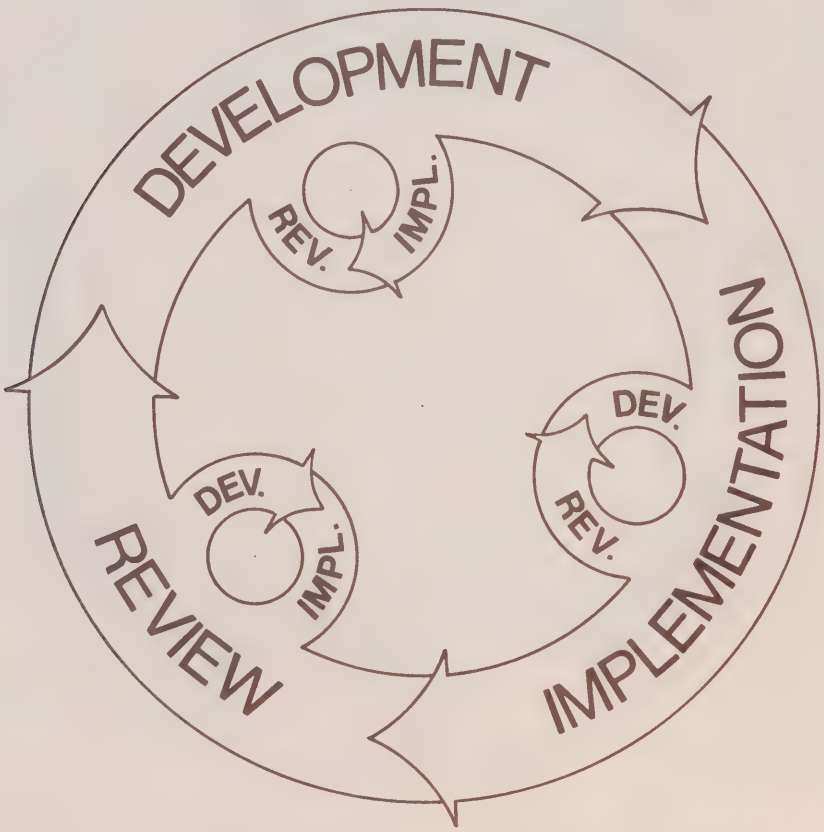



Figure 2: Curriculum cycle with feed-back loops

Within each of these phases, a similar cycle of validation and revision occurs that serves as a self-correcting mechanism (see Figure 2). For example, in the development phase, guidelines or support documents in draft form are submitted to representative educators in the field for reaction. Such feedback is used to revise the documents before they are disseminated throughout the province. During the implementation phase, the plans, timelines, and levels of use may be negotiated or revised in consultation with local supervisory officials. In the review phase, Provincial Review instruments are field-tested to improve their validity and reliability. These are all examples of the self-correcting feedback cycles within each phase of the overall cycle.

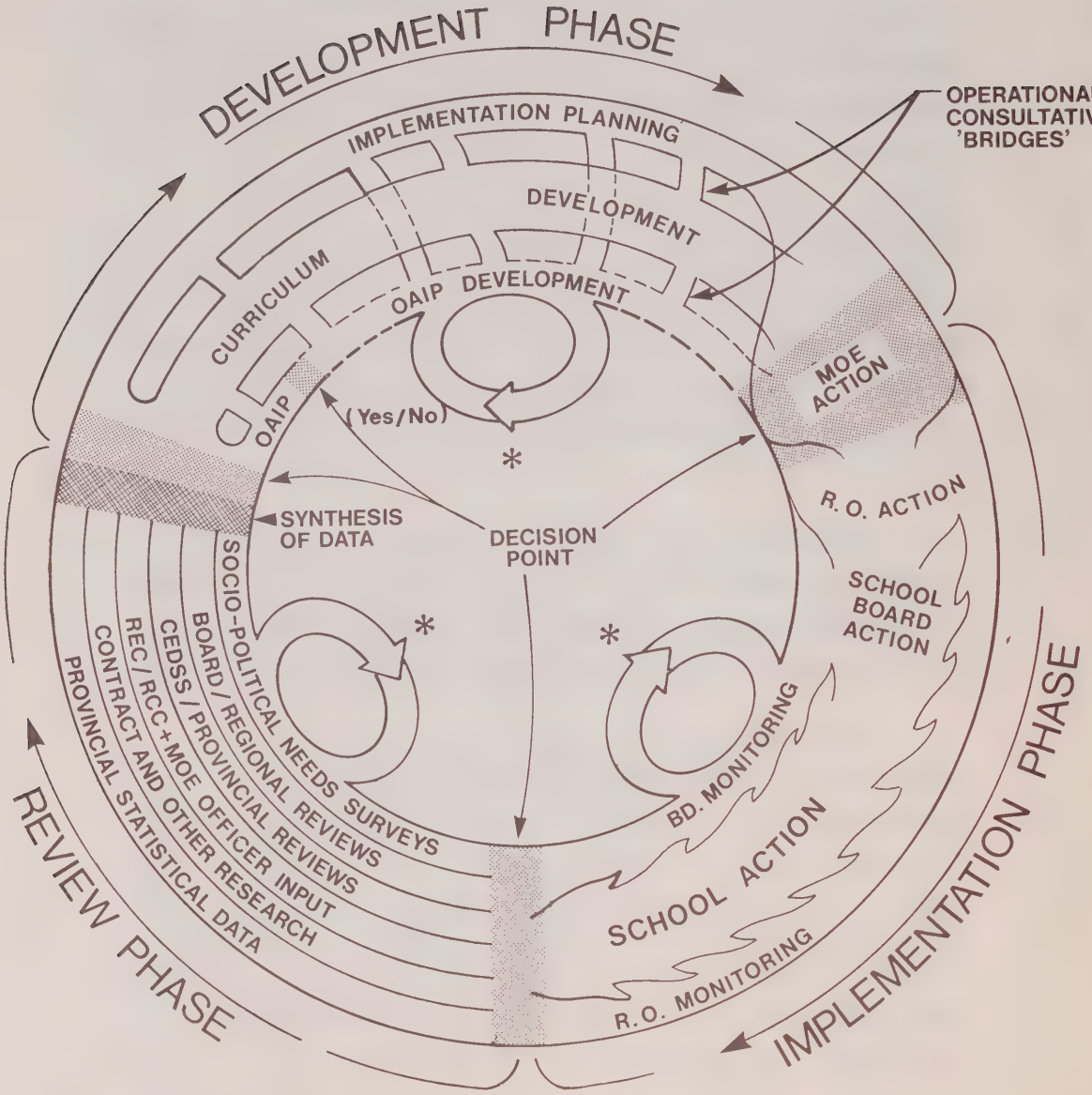
Although simple in theory, the cycle is complex in practice. Communication is important. Co-operation is needed to make the best use of resources and to ensure awareness of new findings, while co-ordination is necessary to ensure efficiency.

The development, implementation, and review cycle represented in Figure 3 portrays the essential complexity at the operational level. Although the process is cyclical in theory, in practice it is necessary to intervene at certain points. Theoretically, the most appropriate intervention occurs at the review phase because most curriculum policy development should logically follow from assessment of current practice. Therefore the cycle is reordered in a different sequence: review, development, and implementation (the RDI cycle).

## Review Phase

The fundamental purpose of the review phase is to gather information that can be used in making decisions to facilitate progress towards the achievement of educational goals.

Various kinds of review mechanisms are employed by the Ministry of Education to gather the information needed.




KEY

MOE - Ministry of Education
REC - Regional Education Council
RCC - Regional Curriculum Council
RO - Regional Office (Ministry of Education)
* - Field Consultation and feed-back loop :applies to each operation in each phase
Bd - School Board
CEDSS - Cooperative Evaluation and Development
OAIP - Ontario Assessment Instrument Pool
PIT - Provincial Implementation Team

Figure 3: Detailed Review, Development, and Implementation (RDI) Cycle - Provincial Perspective

The Co-operative Evaluation and Development of School Systems (CEDSS) has been in use since 1972. It is designed to examine four components of a system - purposes, people, programs, and products. The CEDSS model involves an in-depth internal evaluation, an external evaluation, and a plan for follow-up action.

The Ministry of Education has conducted provincial reviews since 1977 to assess programs and determine the extent to which policy has been implemented. Results are shared in the provincial review reports. The provincial review model has also been adapted to examine questions of concern to individual boards or groups of boards.

The Ministry of Education has contracted research studies to examine factors as diverse as class size, educational trends, school programs, evaluation techniques, and adult education. In addition, information from various statistical reports submitted by school boards is tabulated and analyzed by the ministry.

Monitoring and analyzing the educational, social, and political trends in the province which are carried out by all ministry officials, is a substantial element in the ministry's overall review function.

The results of these review mechanisms are collated and submitted to the Curriculum Development Division for consideration and use in planning and establishing priorities for the development phase.

Development Phase

The Curriculum Development Division of the Ministry of Education identifies priorities through the division's five-year plan, which is updated annually. Information from all types of review is used in the formulation of these priorities and in subsequent curriculum project proposals.

Several methods of curriculum development are employed by the division to improve flexibility and responsiveness. For example, curriculum development committees include, where applicable, teacher, administrator, and academic representation from both official language communities. Recently, the efforts of core and validation committees, professional writers, seconded experts, and contracted specialists have been combined in new patterns to meet specialized subject requirements and to speed up the process. Several new projects have been initiated with concurrent development in the English and French languages.

In the development and validation of curriculum policy and resources, new procedures are being adopted to address the needs of exceptional students.

During the development phase the initial planning for the implementation of new policies and guidelines, the evaluation of student achievement, and the assessment of programs is undertaken. For example, the revision of a curriculum guideline may proceed concurrently with the creation of an Ontario Assessment Instrument Pool. The planning for implementation is facilitated by the designation of a Provincial Implementation Team during the development of a new guideline. The team includes representatives with particular expertise in development and implementation. The role of the team is to plan suitable provincial implementation strategies relating to significant implications of the new document.

Implementation Phase

Recently procedures have been adopted giving Provincial Implementation Teams leadership and co-ordination roles in implementation activities within the six regions of the province. Their planning responsibilities involve the development of strategies that will identify the need for change, clarify policy objectives and desired outcomes, and identify and utilize the resources required to accomplish the desired change at each level. In addition to the ministry staff of regional offices, the plan may require the utilization of seconded staff, who will assist boards in implementation planning when supplementary resources are needed. The plan may also

include a provision for involving in the implementation process the regional curriculum councils, faculties of education, the Ontario Teachers' Federation, supervisory officers' associations, and the field offices of the Ontario Institute for Studies in Education (OISE).

Figure 3 shows the consecutive involvement of the Provincial Implementation Team, the regional offices, the boards, and the schools and their staff. The co-operation of regional offices and the local jurisdictions is vital in this phase.

Responsibilities for implementation are clearly set out in ministry memoranda and circulars. While the ministry articulates broad goals and expectations, it is the responsibility of the school boards, through their supervisory officials, to develop local programs that are within the rationale of provincial policy and, at the same time, reflect local needs and priorities. School systems are also responsible for co-ordinating the development of implementation objectives at the school level and for co-ordinating the planning of strategies for reaching such goals. Indeed, in conceptual terms, school systems must develop and apply their own versions of the RDI cycle at the system, school, and classroom levels.

Hence the school board's activities in implementation include:

- developing a system-wide plan;
- arranging appropriate in-service activities, which will focus on changes in educational beliefs, practices, and materials;
- developing guides and resource materials for local use;
- identifying leadership roles of supervisory officials, principals, consultants, and heads of organizational units;
- fostering and supporting implementation activity within each school in such areas as staff development, changes in courses of study, and the use of resources.

## PART III - NEW OPERATIONAL CONSIDERATIONS IN THE CURRICULUM REVIEW, DEVELOPMENT, AND IMPLEMENTATION (CRDI) CYCLE

From the foregoing examination of current practices and from a review of recent literature related to the curriculum process, the following needs emerge:

1. a need to identify expected changes in educational beliefs, practices, and materials when new curriculum policy is developed; clarity about these changes must begin with ministry documents and be preserved at each stage of their translation to new practice in the schools;

2. a need to integrate phases of the curriculum process at each level to ensure that:

   (a) reviews are conducted to assess the extent of changes in practice and the suitability of guidelines;
   (b) plans for curriculum development emerge from a synthesis of information collected through the various activities of the review phase;
   (c) implementation procedures are planned concurrently with curriculum development;

3. a need to co-ordinate the activities in the curriculum process by identifying key decision points, responsibilities, and procedures at each phase; many of these activities involve the participation of several sectors of the educational community, interest groups, and experts;

4. a need for the Ministry of Education, the school boards, and the other formally involved agencies to communicate effectively among themselves, and to share with the public, information, concerns, and insights related to the curriculum review, development, and implementation process.

Assuming the above needs are valid, it follows that certain additional decisions and procedures will have to be adopted to translate the concepts presented above into action. With careful and creative planning the new measures required should not entail significant additional expenditures for the system as a whole. In fact, the major components and processes required to put this approach into practice already exist.

The remainder of this discussion paper will focus on the operational changes that will be required for a more integrated approach to the curriculum process.

## Operational Change 1: Curriculum Project Management Team (CPMT)

Fundamental to the success of each phase of the RDI cycle is an operational unit that is to assume responsibility for co-ordination of activities in the various phases of the cycle. Therefore, the ministry plans to appoint an ongoing Curriculum Project Management Team (CPMT) for each project at the time the project proposal is given formal approval. Each CPMT will be composed of the following ministry personnel:

(a) a regional superintendent of education with expertise in the implementation process,
(b) a regional education officer with expertise in the program area involved,
(c) a curriculum development education officer from the branch responsible for the program area,
(d) a francophone education officer with expertise in the development and/or implementation processes.

In the case of curriculum projects that relate only to French-language schools or units (e.g., Français), the CPMT will be composed of francophone officials.

It is intended that membership remain constant throughout the development, implementation, and review phases of the project. Chairmanship would be assumed on a rotating basis, with the person having prime responsibility for a particular phase acting as chairman for that phase.

The CPMT will develop a projection of the resources required for each stage and will be responsible for ensuring that changes in objectives, beliefs, practices, and materials reflected in the guideline development phase remain focal considerations during the implementation and review phases. The duties of the Provincial Implementation Team will be assumed by the CPMT.

Operational Change 2: Use of Reviews

Although entirely new mechanisms are not required to conduct the review phase effectively, it will be necessary to continue exploring the feasibility of incorporating provincial components into the Co-operative Evaluation and Development of School Systems (CEDSS) projects. Also under study is the mandatory participation of boards in a cyclical systems-review exercise. In addition, during systems reviews, separate representative samples of English and French-language schools or units may be used to provide findings for each sector.

The ministry plans to continue a broad dissemination of the Provincial Review reports within the community. However, new emphasis will be given to sharing plans that identify follow-up actions to these reviews. School boards, too, will be expected to specify their follow-up actions emerging from reviews. Among other issues, it is expected that such board planning will address assessment of student performance. It is anticipated that such measures as these will be perceived as effective responses to the demands for increased public accountability in education.

Operational Change 3: Curriculum Development Proposals

Steps will be taken to synthesize the findings from all relevant review sources before decisions to proceed with new development projects are made. Such decisions will be assessed in the light of competing priorities on an annual (or periodic) basis. This decision-making process will be incorporated into the annual updating of the Curriculum Development Long-Range Plan. Continued emphasis will be given to ensuring that pertinent review information is reflected in the detailed proposals for new curriculum development projects.

Within this context, it is intended that new curriculum development proposals include, insofar as possible, consideration of potential effects on student performance and teaching activities, and implications for learning materials and teacher education as well as other human resources at board and ministry levels. It is proposed that new curriculum guidelines highlight expected changes in beliefs, practices, and materials, and that major changes included in draft guidelines be field tested or validated before formal approval to publish is granted.

Operational Change 4: Implementation and Staff Development

Central to improvements in the implementation phase is the development of some new procedures and some role clarification for the ministry and school boards. Such procedures will specify basic components required in school board implementation plans along with timelines for each new curriculum policy. Plans reflecting significant policy changes will be reviewed by the ministry.

Procedures will also be developed to involve other educational agencies in provincial implementation activities. Given the particular distribution of francophone students throughout the province, implementation of French-language curricula may also require some special approaches.

Research indicates that staff development, including specific in-service activity, is crucial to the success of any implementation plan that involves significant change in educational belief and practice. It is proposed that school boards include a staff development component in their curriculum policy implementation strategies. School-system planning of this nature should consider the use of regional professional development committees for the support of curriculum implementation and the resources they identify, in co-operation with regional curriculum councils. One of the ways to make time available is through the use of professional activity days in the school-year calendar. Serious consideration should be given to co-ordinated staff development activities within each school which may involve using such strategies as teacher-to-teacher visitation and/or self-directed coaching teams when working on the implementation of specific policy changes.

Operational Change 5: Communication

The ministry recognizes its role in maintaining an appropriate information flow throughout the education system if the objectives of extensive dialogue and participation are to be achieved. Hence progress reports related to each curriculum review, development, and implementation project will be provided annually to provincial educational organizations and through regional education councils to school boards. It is also proposed that ministry liaison officials encourage faculties of education, OISE, supervisory officers' associations, and the Ontario Teachers' Federation to integrate new curriculum policy developments into their own professional courses and professional development activities.

Other opportunities for communication will continue to be utilized. Indeed, policy discussion papers such as this one will be used whenever appropriate. It is in this spirit that readers are invited to become actively involved by sharing opinions and comments with the ministry.

## PART IV - AN INVITATION TO REACT

This document has been developed as a discussion paper for use by school board officials, educational organizations, and agencies involved in the curriculum process. Beyond the changes contemplated in ministry procedures, there are significant implications for school boards, teacher education institutions, and others.

Reactions to this paper are invited. Specific comments on (1) the conceptual framework, and (2) the operational model are welcome. An invitation is also extended to school systems to present an outline of their own operational models based on the conceptual framework presented here or on other frameworks that have been developed. Please submit your comments and ideas in writing by November 1, 1983 to one of the following:

School board officials and others whose usual point of contact is to a regional office of the Ministry of Education, should send their submissions to one of the following:

Mr. R. Houghton
Regional Director of Education
Northwestern Ontario Region
Box 5000
Thunder Bay, Ontario
P7C 5G6

Mr. C. E. Butcher
Regional Director of Education
Midnorthern Ontario Region
199 Larch Street, 7th Floor
Sudbury, Ontario
P3E 5P9

Mr. J. J. Sullivan
Regional Director of Education
Northeastern Ontario Region
Box 3020
North Bay, Ontario
P1B 8K7

Mr. D. A. Kinchlea
Regional Director of Education
Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6

Mr. J. W. Storey
Regional Director of Education
Central Ontario Region
Heron's Hill Building, Suite 3201
2025 Sheppard Avenue East
Willowdale, Ontario
M2J 1W4

Mr. J. J. O. Comtois
Regional Director of Education
Eastern Ontario Region
4th Floor
1580 Merivale Road
Ottawa, Ontario
K2G 4B5

Agencies and organizations that are provincial in scope should send their submissions to:

Mr. G. R. Podrebarac
Assistant Deputy Minister
Education Programs
22nd Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

# APPENDIX

## Statements of Provincial Curriculum Policy

1. Circular $P_1J_1$, The Formative Years, 1975

2. Memorandum 1975-76:2, Provincial Curriculum Policy and Local Curriculum Development

3. Memorandum 1976-77:23, Curriculum Development at the Local Level

4. Memorandum 1976-77:51, Distribution of Curriculum Guidelines

5. Circular H.S.1 1979-81, Secondary School Diploma Requirements